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ABSTRACT

This report deals with those students who have managed to negotiate the educational system and have reached college without acquiring sufficient reading skills. A brief review of the literature on college level reading programs serves as an introduction to an overview of the remedial reading programs now underway in Texas junior colleges. A case study at Ranger College showing the overall average reading level of entering freshmen to be between third and fourth grade gives some insight into the gravity of the situation. A survey of the Texas public junior colleges shows that only nine of the fifty-two schools have no reading laboratory courses offered. High minority enrollments did not necessarily result in a higher percentage of enrollees in reading development courses. A number of needed studies in the field of reading development are proposed. Included in the appendix are three representative programs giving objectives, procedures, laboratory equipment, and an evaluative instrument, as well as enrollment figures in representative reading programs. (AH)

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COMMENTS ON JUNIOR COLLEGE READING PROGRAMS IN TEXAS

By R. B. Golemon

A review of the literature resulting from research in reading indicates that much has been done in the last fifteen years -- some of it involving schools in more than one nation (Chall, Beginning Reading) -- of which most is devoted (and rightly so) to procedures, processes, and ways of teaching beginning readers, grades one to three. A progressively smaller amount of research is devoted to the intermediate grades, the junior high, the senior high, and the post-secondary and adult educational levels. This is philosophically appropriate and psychologically sound. Abrams' (1973) study on stress resulting from the frustrations of not being able to read as children grow older led him to conclude that continued failure to read is sustained by the person's aversive reaction to reading and the reaction of the organism to stress. This leads one to conclude that the sooner a person learns to read -- by whatever means -- the sooner he becomes a more adjusted individual in his social environment.

But for those who "escape" the reading teacher as they are promoted up the scholastic ladder, there comes a point in time when the meager reading tools they do possess need reshaping and/or improving -- hence the concern for the post-high school student.

Butcofsky (1971) analysed the study habits of 302 entering freshmen students and found that many needed not

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only help to improve their reading comprehension, but guidance in such areas as note taking, note making, and time use. He emphasized the importance of a balanced reading program and good study habits. Di Salvi (1971) operated a twelve-week remedial program for older undergraduates which included study habits, attitudes, and reading evaluations with a significant difference evinced by the control groups. Kline (1973) did much the same thing, and Heitzman (1972) used varying incentives (pour boire) in a thirty week program with 65 percent showing a 1.5 year reading level gain. The fact that treating elements other than reading is important at the lower levels as well as the post-high school level is indicated in one of Gužak's (1973) rationales that reading is only one part of a larger communications complex.

Walter Pauk (1973) reports on a six year program at Cornell Study Center where adult type articles were/are rewritten in a four volume series with the vocabulary adjusted to "grade levels." These were used first as remedial reading materials; they were then made available to any level reader. He found that controlled levels of readability are important, but he emphasized that the levels of interest are crucial.

A recent study on readability formulas for books is Koenke (1971). He discusses some of the problems of applying the formulas and offers some suggestions on how they should be used. He superimposed Klare's table on a corrected

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Dale-Chall Grade Levels for Readability Scores (primer to 16th grade and above). He then outlined the Harris six-step evaluation plan revised by Leary and emphasized that the readability formula is only one of the criteria to be considered in a true readability evaluation.

No perusal of the research literature would be complete without some information on evaluating the post-high school reading and study skills. Maxwell (1971) offers such criteria. She discusses various techniques of evaluation -- clearly stated objectives, clearly defined objectives, specific criterion for task completion, the use of standardized tests to describe group changes, collection of grades, and grade point averages for analysis. She stressed the importance of building any program on student needs and adapting the evaluation techniques to the individual.

This preliminary study indicates the paucity of information on reading at the junior college level (post-secondary). This is especially true in Texas. Under the aegis of Professors Guzak, Fowler, and Harmer at the University of Texas at Austin, teachers are being trained to solve the reading problems in the public schools. And, as a general observation, teachers of reading in the junior colleges come from the reading personnel of the upper levels of public schools.

The researcher can find no definitive work on junior college reading programs in Texas; so, he is offering this

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brief study as a point of departure for someone to do a detailed examination of the personnel, training and experience, and laboratory conditions in Texas junior college reading programs.

One example of what is currently being done is the program at Ranger Junior College supervised by Ms Anna Auvenshine. Ms Auvenshine's background includes an undergraduate degree in English at Baylor University, a masters degree in reading from Nothern Colorado University, four years secondary level teaching experience in Texas and Colorado, and one year teaching reading at the junior college level. She is working toward the doctorate in the Baylor University graduate school.

Teachers of freshman and sophomore courses in junior colleges have occassion to evaluate the reading levels of their students either by direct observation or by examining materials submitted by the students for course requirements. Admittedly this is not a very scientific evaluation of a student's level of reading, but it does give the instructor some information to be used in counseling the student on his academic strenghts and weaknesses. These evaluations can result in recommending some work in the reading lab.

At the beginning of the Fall semester 1972 at Ranger, all entering freshmen were urged to take a placement test in reading (the tests were also made available to sophomores, but few took it). From an entering class of about 375, al-

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most 300 took the placement tests. To give perspective to the results of these tests, something should be said about the student population of Ranger.

Ranger Junior College is a small rural resident college (85% of the students live in college dormitories). The college participates in five major intercollegiate sports, and as a result, most of the student body are involved in one or more of these sports. This is the usual consequence of national prominence from time to time in one or another of these sports activities. This is not to say that those interested in sports as a means of aquiring a college education or entree into the professional ranks are of a lower mental order (rank) than their counterparts who do not participate in sports, nor is it to say that the "open door" admission policy admits too many who are "not college material (whatever that means)". One can say that the everage level of reading indicated by the test given these entering freshmen was of such a nature that it mandated some attention to this area if many of these students were to achieve the expected operational levels for success in most of their academic courses.

As soon as the evaluation of the reading tests were completed, Ms Auvenshine made a report to the entire faculty on the results. She presented score distributions graphically on overhead transparencies and distributed memeographed reports of her analysis of the situation.

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The overall average reading level was between the third and fourth grades. The implication was that many of the entering freshmen were functional illiterates.

This information was so shocking to the faculty that each one indicated he/she would look more closely at students who were beginning to have difficulties in their courses with the intention of recommending they spend some time in the reading laboratory.

Some junior colleges (i.e. Tarrant County, Dallas, San Anronio, et al) have developed courses called Developmental Studies for students entering with marked deficiences in English, math, reading, and the social sciences. These are post-secondary and pre-college courses designed to bring the student up to a functional level for general academic work. These titles remove, to some extent, the stigma of "remedial" from the course descriptions. These colleges are of such size and there is sufficient demand for such courses that there can be a staff and staff support sufficient to teach the necessary "developmental" work. Colleges the size of Ranger must accomplish the same objectives but it has to be done in a different way to be economically feasible.

The Ranger solution to this problem was the development of individualized, self-paced instruction in the two critical areas -- English and reading. Each student registers for his course, takes a placement test, and begins his

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study where his diagnostic test indicates he is (This can be a primary level in reading or a simple sentence structure level in English). The course name and number give no clue to the operational level of the enrolees. Each travels at his own pace and if he does not complete his work in the time reference, he continues into the next semester without penalty. If he completes his program and achieves the course objectives before the end of the semester he may terminate the course with the grade he has earned.

These stimuli -- non-punitive grading, teacher counseling, course difficulty, reading placement scores, and scores on the national admission tests (ACT and CEEB)-- seem to be sufficiently strong that those students most in need of developmental work in reading generally enroll. One can never really know how much "brain power" has been salvaged by such teaching-learning situations, but the eventual completion of an academic degree by many of the Ranger students who were "hot college material" is of such magnitude that the program would have to be termed successful.

A survey of the state supported junior colleges obtained from the Coordinating Board shows that only nine of the fifty-two junior colleges have not reported the presence of a reading laboratory course. The forty-three colleges offering laboratory courses in reading offer eighty-two

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courses ranging in academic credit from one to three hours and one to five contact hours (the Coordinating Board will not reimburse a college for non-credit courses). Course titles vary.

Developmental Reading	- 20	Reading Techniques	- 3
College Reading	- 18	Read. & Comp.	- 1
Reading Development	- 10	Effective Reading	- 1
Advanced Reading	- 10	Free Studies Read.	- 1
Reading	- 6	Reading for GED	- 1
Reading & Study Skills	- 5	Reading for Adults	- 1
Basic Reading	- 4	Individual Read.	- 1

Generally each school offers two courses in reading, one of which is an intermediate (advanced) course geared to increasing speed and comprehension. The first course concentrates on vocabulary building and study habits as well as speed and comprehension.

The enrollment in these courses is dificult to determine because of the procedures used by each college for admission to the program. Some schools have instituted a continuous enrollment procedure made possible by a change in the reporting system by the Coordinating Board in the Fall of 1973. A continuous enrollment is practical because of the individualization of the training and the procedures for reporting at the next date set by the Board. Such a program allows a counselor or teacher to refer a student who needs reading help and get him into the program as soon as possible.

Since a few schools do utilize the continuous enrollment mentioned above, the enrollment figures used here are

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taken from the Coordinating Board Report (CB#003) for the Spring semester 1974. Seventeen of the larger junior colleges (and Ranger) were taken as representative of the entire population and an examination was made of the enrollment reports in relation to the head-count in these institutions. Most of the reports indicate that each junior college operates its lab on an individualized basis -- some lumped the entire enrollment into one section for the report, some reported sections by total enrollment for each instructor, and some reported enrollment by individual sections. These seventeen schools reported a total of 397 sections with an average enrollment of twelve students per section (see Appendix V).

Before examining the enrollment and head-count figures of these institutions, the assumption was made that junior colleges in the metropolitan areas with large concentrations of Black and Chicano students would tend to have a higher percentage of enrolees in reading than institutions lacking such high concentrations. This was not true generally. The average ratio of reading enrollment to head-count enrollment was 4.7 students out of each 100. Schools having the lowest percentages of enrollment were Del Mar (2.06%), College of the Mainland (2.10%), Dallas El Centro (2.13%), Lee College (2.17%), McLennan (2.51%), Dallas Eastfield (2.74%), and Texas Southmost (3.05%). Those having the

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highest enrollment percentages were Galveston (12.7%), Tarrant South Campus (9.02%), San Antonio College (6.55%), Tarrant North East (6.10%), and St. Phillips (5.43%).

An interesting study could be developed from an examination of the ACT or SAT scores of entering students and the enrollment ratios of several of these colleges having to do with need for training in reading and actual enrollment in reading programs. Another study could correlate the success of students showing need for reading instruction who enrolled in the programs and those who did not.

As a matter of speculation as to why some schools show a higher percentage of students in reading than similar schools in the same type environment, one might conclude that counseling on the part of teachers as well as the professional staff in certain colleges tend to emphasize the importance and availability of training in communicative skills. Tarrant South Campus has an extensive Developmental Studies program, San Antonio College has a well organized, individualized instructional program in reading, and Galveston is putting much emphasis on reading. The characteristics of these populations are not appreciably different from College of the Mainland (in Galveston County), Texas Southmost at Brownsville, and Del Mar in Corpus Christi, so there has to be some reason other than a high percentage of minorities in the population. A determination of the

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causes for these differences is worthy of investigation.

In the Appendix to this report are three representative programs giving objectives, procedures, laboratory equipment, and an evaluative instrument. This material is available through the courtesy of Ms Anna Auvenshine - Ranger Junior College, Ms Marie Epner - San Antonio College, Ms Ruby Sanders - McLennan Community College. They represent junior colleges with enrollments of 493 (RJC), 3,303 (MCC), and 18,091 (SAC).

The enrollment figures found in item V of the Appendix are from the Coordinating Board of Texas College and University System and the offices of Dr. Ray Hawkins and Mr. Winston Cave.

The purpose of this paper has been to determine a sort of status quo of reading programs in Texas junior colleges with some examples of programs. One final observation is that although there are some well established and well functioning programs in existance, there is a need for reading programs in all fifty-two junior colleges and there is great need for a better utilization of those already established.

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APPENDIX

I A Junior College Philosophy of Reading - San Antonio College

II Course Syllabus with Evaluation Instrument - McLennan Community College

III Course Syllabus - Ranger Junior College

IV Course Syllabus - San Antonio College

V Enrollment Table - Representative Junior Colleges

VI Bibliography

A Junior College Philosophy
Concerning the Teaching of Reading

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The following are excerpts taken from the "Introduction" to World of Ideas: A Guide to Effective Reading by Henry A. Bamman, Midori F. Hiyama, and Delbert L. Prescott:

Good reading is far more than recognizing words in print, far more than merely recalling main ideas and related details. Good reading demands active participation of the reader in reacting to the ideas set forth by the writer and in reading beyond the page to establish relationships with previous knowledge and experience. Certainly being a good reader is basic to becoming well educated.

THE FORGOTTEN STUDENT

Literally tens of thousands of students who do not aspire to a college degree have crowded into the junior and four-year colleges of our land. We refer to them as the "vocational," the "terminal," or the "nonacademic" students. More than seventy percent of the students who enter junior colleges are destined not to complete more than two years of training, and a large percentage of them terminate their training in less than two years. There are, among this large group of students, many who have good habits of thought and good vocabularies, but they simply have not mastered the skills of reading well enough to compete in academic classes. As a group, these students typically:

1) have been low achievers in high school. They seldom have better than average grades. They are products of classes designed for low achievers.

2) have little motivation for reading. Since they have always found reading difficult, they do not enjoy reading for pleasure.

3) have used all their study time to read their textbooks and have never been able to read collateral materials.

4) have glaring deficiencies in basic reading skills. Their expressive and recognition vocabularies for reading and writing are limited; they still have difficulty with pronunciation

of polysyllabic words and, indeed, may not effectively recognize the common body of utility words that are basic to seventy-five percent of all reading; they seldom recognize main ideas and supporting details; and their skills fo analysis and synthesis in reading are vitually nonexistent.

5) have poor study habits. They know little of seeking, organizing, and reporting information; they are frequently confused by graphic materials and do not relate those materials to printed text. They do not organize their time well and are frequently masters of procrastination.

6) have a poor concept of self. Man of these students have reaped a full harvest of failure in academic subjects and have struggled to maintain average grades in nonacademic subjects. However, by virtue of having made the effort to enter a junior college, these students demonstrate a willingness and determination to succeed in (a) vocational training, which may lead to jobs in computer technology, mechanics, medical and dental technology, and other areas for which the junior college typically offers training, or (b) academic areas, leading eventually to a college degree.

Whatever the junior-college student's objective may be, he is frequently a person in need of a carefully structured program in reading and basic language skills. Frustrated and discouraged by his lack of academic achievement in the high school, he views the junior college as a last resort before he enters the job market. And in spite of his overt manifestations of frustration and negativism toward reading and other areas of language development, he enters the junior-college classroom hoping that he really can improve his skills in basic communications--skills that are so critical in the job market.

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Course title: Reading

Course numbers: Rea 301 - 302

Course credit: 3 units

Criteria for Course Outcomes

1. It is predicted that 80% of the learners whose practice attendance and pursuit are 90% or better will complete the A letter requirements.
2. It is predicted that 20% of the learners whose practice attendance and pursuit are 90% or better will complete the B letter requirements.
3. It is predicted that 50% or less of the learners whose practice attendance and pursuit are 70% or less will complete the C letter requirements.
4. It is predicted that 50% or more of the learners whose practice attendance and pursuit are 70% or less will show no progress or show a loss of measurable skill at the end of the semester.

Rationale

This course provides instruction in reading, listening, note-taking, and study skills as they apply to academic activities and to vocational requirements. Training for learning efficiency is provided through the development of reading as a cognitive skill, capable of processing for study effectiveness, and for the elements of speed reading.

The McLennan Community College Reading Skills Center provides a modest range of both materials and media for instruction and training. To accommodate the wide range of student interest and skill-level, individualized instruction, group training, and flexible contract are utilized.

The immediate direction of the teaching and training program is dependent upon the outcomes of the survey pretest which each learner takes at the beginning of the semester.

Objectives

1. The learner will be able to recall data with increasingly rapid skill as evidenced by practice timed-scores.
2. The learner will be able to identify cues for inferences, as evidenced by continuing score profiles and by student-instructor counseling conferences.
3. The learner will display continuing increase in skill with audio-tutorial processes, as evidenced by unit outcomes with audio-tutorial training for indicated study skills.
4. The learner will show increase in understanding, and use of, word elements and vocabulary usage, as evidenced by continuing vocabulary training profiles, and by counseling conferences.
5. The learner will be able to show evidence of application of acquired and refined skills in academic or vocational areas.

Materials

1. EDL/McGraw-Hill. Controlled Reader Story Sets, GH IJ KL MN.
2. EDL/McGraw-Hill. Controlled Reading Study Guide, GH IJ KL MN.
3. EDL/McGraw-Hill. Listen and Read MN Lesson Book.

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4. EDL/McGraw-Hill. Listen and Read IEN Tapes.
5. EDL/McGraw-Hill. Skimming and Scanning Text.
6. EDL/McGraw-Hill. Skimming and Scanning Workbook.
7. Science Research Associates. College Reading Program One.
8. Science Research Associates. College Reading Program One, Student Book.
9. Science Research Associates. College Reading Program Two.
10. Science Research Associates. College Reading Program Two, Student Book.
11. Science Research Associates. Reading Laboratory IV.
12. Tests: Diagnostic Reading Test, Survey Section, Forms A and B.

    Nelson-Denny Reading Tests, Revised Edition, Forms A and B.
13. Westinghouse Learning Corporation. Relevance of Sounds.
14. Westinghouse Learning Corporation. Relevance of Words.

Procedures

1. Each new skill is presented in orientation sessions, and within the following context:
   a. Build the concept for the procedure
   b. Demonstrate the procedure
   c. Share the demonstration as a universal activity
   d. Provide practice for the application of the procedure
      (1) in isolation
      (2) in context
2. See insert for student directions on training procedures.

Final Assessment

1. The learner will take the post-test.
2. The learner will write a comprehensive progress report, documenting his skill improvement in each practice area.
3. The learner will evaluate the course.
4. The learner will meet with the instructor for a final review and interpretation of the preceding results.

Evaluation of Reading Course

Circle the best choice or choices which apply to your own situation.

1. This course (has, has not) helped me in my course work.

   Explain:

   _____

   _____

   _____

   _____

2. I believe that I (have, have not) received benefit from this course which I can apply to (academic study, my vocation).
3. Explain briefly your answer for #2.

   _____

   _____

   _____

   _____

4. Suggest ways to improve the organization of this course to benefit more students:

   _____

   _____

   _____

5. Would you enroll in this course if it did not give credit? (Yes, No)
6. Would you enroll in this course if it were organized entirely by contract? (Yes, No)
7. Would you enroll in this course if it provided more tutoring in individual areas? (Yes, No)
8. Would you recommend this course to a fellow student? (Yes, No) Why?

READING 101

SYLLABUS

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OBJECTIVES

Reading 101 is an entirely individualized program which has as its primary purpose the development and improvement of good reading and study skills. The objectives of the course are the following:

1. That a student should be able to improve his or her comprehension at increasingly more difficult reading levels with at least 70% proficiency at each level and a higher score on the comprehension section of the post test.

2. That a student should be able to increase his or her reading rate at increasingly more difficult reading levels with at least 70% proficiency at each level.

3. That a student should be able to increase and improve his or her vocabulary by progressing through increasingly more difficult levels with at least 70% proficiency at each level and a higher score on the vocabulary section of the post test.

4. That a student should be able to develop and/or improve his or her study skills as evidenced by the satisfactory completion of Preston and Botel's How to Study.

5. That a student should be able to develop the ability to adjust his or her reading rates to the various types of reading materials and the various purposes for reading those materials.

ORGANIZATION

CLASSES:

1. Although the class meets at a scheduled time, its atmosphere will be as individualized, self-paced, and non-structured as possible. This way, it is possible to work with many reading levels at the same time.

2. All work will be done in the lab. Students are expected to work in the lab at the time for which they are scheduled. Any student may arrange to

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work in the lab at times other than those for which he is scheduled.

3. Lab hours will be posted.

4. The instructor and a lab assistant will be on hand at all times.

PROCEDURES:

1. The Diagnostic Reading Test is administered to each student. From the results of the pre-test, each student's reading levels ~~are~~ is determined.

2. Each student, with the help of his instructor, begins work at his instructional level and proceeds through increasingly more difficult materials.

3. A folder is kept on each student in which a record of all hours and all lab work is kept. The folder remains in the lab at all times.

4. Only the instructor or lab assistants can sign in or sign out for a student.

5. No credit will be given for hours worked unless the student states what work he or she did on the work sheet during that time.

6. No credit will be given for hours worked unless work is actually done during that time. At no time will credit be given for simply spending time in the lab.

GRADES:

Grades are based on two things: the amount of time spent working in the lab and the progress made while working. At no time will credit be given for simply spending time in the lab.

C---For a grade of C, a student must work in the lab 36 hours during one semester, show satisfactory progress in the course, complete the How to Study textbook, and show satisfactory progress on the post test.

B---For a grade of B, a student must work in the lab 48 hours during one semester, show satisfactory progress in the course, complete the How to Study textbook, and show satisfactory progress on the post test.

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A---For a grade of A, a student must work in the lab 60 hours during one semester, show satisfactory progress in the course, complete the How to Study textbook, and show satisfactory progress on the post test.

HOURS:

The total number of hours arrived at for Reading 101 has been based on a total of 12 weeks work. Since there are actually 15 weeks in one semester, this allows the time to be arranged over a wider range.

Books:

Two books are required for Reading 101. They are Miller's Developing Reading Efficiency and Preston and Botel's How to Study. Many supplementary materials are used during the course of the semester's work. For a listing of the available supplementary materials, refer to list of materials provided in each student folder and in this course of study on page 4.

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READING 101

The following is a list of all materials in the Reading Lab. Any markings or comments beside a particular book or piece of material indicates that you are to start in that book or piece of material.

Please see your instructor or a lab assistant before you begin to work.

Flash-X
EMI--begin level____
SRA College Reading
Program-begin level____
Study Skills Kits
Social Studies Series
Level CC____
Level DD____
Level EE____
Level FF____
Level GG____
Level HH____
Level II____
Vocabulab III--begin
level____

Conquest in Reading
Controlled Reading Series
Study Guide D____
Study Guide EA____
Study Guide F or FA____
Study Guide GH____
Study Guide IJ____
Study Guide KL____
Study Guide MN____

New Practice Reader Series
Book A____
Book B____
Book C____
RSVP (Reading, Spelling, Vocabulary, Pronunciation)
Book I____
Book II____
Book III____

Roots for Success (Craig Root's Series)
Book I____
Book II____
Scope/Reading Series
Book I____
BookII____
Book III____
Scope/Speed Reading I____
Scope/Study Skills Series
Book I____
Scope/Word Skills Series
Book I____
Book II____
Tactics in Reading Series
Book I____
Book II____
Book III____

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STUDENT EVALUATIONS:

1. Each student knows his or her progress in the course at all times.

2. A student's work is checked immediately after it is done by the student, the instructor, or a lab assistant. Therefore, the student gets immediate feedback on the results of his work and he or she progresses accordingly with that feedback.

3. Folders are checked on a regular basis. Hours are added and progress is checked daily.

TESTS:

The tests used for evaluating each student's reading levels are Forms A, B, C, and D of the Diagnostic Reading Test published by The Committee on Diagnostic Reading Tests, Inc., Mountain Home, North Carolina.

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OUTLINE

READING 300

Prepared by Linda Jinast and Gloria Finch

OBJECTIVES: To help students who have not acquired adequat reading skills and who wish to read more effectively. Generally these students have scored from -7 Grade to 10.9 Grade on the Nelson-Denny Reading Test. Comprehension and vocabulary, rather than speed, are stressed. Those skills emphasized include the following:

I. Divisional Comprehension Units

A. Word attack--phonetic analysis, structural analysis, use of context and use of dictionary to increase sight vocabulary.

B. Sentences--key determiners, double negatives, sentence meaning and inference.

C. Paragraphs--main ideas and subtopics, organization emphasizing sequence of ideas.

II. Study Habits

A. Scheduling study hours

B. Methods of Study

1. Note taking
2. Outlining
3. Reviewing
4. Effective listening, through tapes and re

III. Motivation

A. Enjoyment of reading

1. Stimulating paperback books
2. Magazines
3. Use of controlled reader

B. Recognition of own progress

1. Continuous skill development
2. Effective accomplishment in other courses.

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READING 300 (continued)

MATERIALS

I. Textbooks

A. Gilbert's BREAKING THE READING BARRIER

B. Webster's NEW WORLD DICTIONARY (Paperback)

II. Paperbacks

A. EVERYTING BUT MONEY
B. MY SHADOW RAN FAST
C. TO KILL A MOCKINGBIRD
D. MURDER OF ROGER ACKROYD
E. TRAVELS WITH CHARLEY
F. SHANE
G. TORTILLA FLAT OR CANNERY RAW
H. I'LL TRADE YOU AN ELK
I. MRS. MIKE
J. ANIMAL FARM
K. AT HOME IN INDIA
L. WOLF IN THE FAMILY
M. CHILD OF THE DARK
N. KON TIKI
O. LIVING FREE

NOTE: This is only a suggested list of paperbacks; the individual teacher is expected to choose that material by which he can best stimulate interest in his own classes.

SET: THE PEARL

III. Miscellaneous Equipment

A. PDL--lecture films
B. EDL--controlled readers--AB and HG
C. Overhead projector
D. Tape recorder, head phones, tapes (Listening Tapes GH and MP)
E. Records from library
F. SRA Kit--orange (list 2) III
G. Study Skills--G and H
H. Flash-X, G and H
I. Word Clues, G and H

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Reading 301 Objectives

To help those students whose reading grade equivalent fall approximately between 10.9 and 12.0 as above through testing with the Nolson-Denny Reading Test. Comprehension and Vocabulary are empasized to help improve reading ability. Speed, while not the most important objective of Reading 301, plays a larger role than it does in the basic reading. course.

More specifically those skills emphasized includes:

I. Word attack skills
   A. Contextual clues - development of reading Vocabulary.
   B. Structural analysis - derivation of word meanings through prefixes, suffixes and roots.
   C. Phonetic analysis - if necessary.

II. Comprehension skills
   A. Literal reading
   B. Inferred reading
   C. Critical reading
      1. Evaluating purpose and organization of author's style
      2. Persuasive techniques
      3. Distinguishing biased materials

III. Reading fluency
   A. Techniques
      1. Previewing
      2. Skimming
      3. Scanning
      4. Intensive study type reading
   B. Continuous evaluation of students reading
      1. Improving perceptual discrimingation
      2. Timed readings

IV. Motivating interests in reading through a variety of paperback books.

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READING 301 MATERIALS

TEXTBOOKS:

THROUGH THE PARAGRAPH by Mischa Schwartzman

VOCABULARY FOR COLLEGE "D" by Paul Diedrich

TESTS FOR VOCABULARY FOR COLLEGE "D" by Paul Diedrich

SUPPLEMENTARY MATERIALS:

A. EFFECTIVE READING FOR COLLEGE STUDENTS By Jones

1. Chapter 10 " Exercises in the Use of Stuctural Analysis "
2. Chapter 12 " Vocabulary Development Excercises "
3. Chapter 16 " Excercises in Reading Varied Selections "
4. Chapter 17 " Study Reading Excercises "

B. Perceptual Development Laboratory Materials

1. Practice Reading Materials
   a. Daniel Boone's Daughter
   b. The Village That Learned to Read
   c. Outlaw Elephant
   d. The Man Whose Trade was Tricks
   e. And So to the Moon- Part 1
   f. And So to the Moon- Part 2
   g. The Beginning of Printing
   h. Don Quixote Battles Windmills
   i. Tall Bram of Little Pigeon
   j. Rider of the Mountain
   k. By Touch Alone
   l. Great Day
   m. Two-Footed G-Men
   n. Your Trip to the Moon
   o. Management in Family Living
   p. I Hate the Comics
   q. I Hate the Comics, Too
2. Comprehension Skills - Films
   a. Introduction to the Development of Comprehension Skills Part I
   b. Introduction to the Development of Comprehension Skills Part II
   c. Paragraph Understanding
   d. Sentence Meaning
   e. Word Meaning Through Structure
   f. Word Meaning Through Context
   g. Paragraph Organization
   h. Outlining

C. Educational Laboratory Materials
1. Controlled Reader Films
   a. IJ, JI, KL, LK Sets
   b. GH, HG, MN, Sets (to be used at teachers discriminations)
2. Word clues
3. Listen and Read - M-P Series
   a. How Well Do You Listen ?

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b. Listening and Reading
c. Words and Your Sense
d. Meeting New Words
e. Using the Dictionary
f. Decoding Complicated Sentences
g. Using Signs and Singnals in Reading
h. Spotting Topics in Paragraphs
i. Paragraph Keys
j. Following the Author's Organization
k. Check Your Work Habits
l. A Formula for Effective Study
m. Compressing Ideas by Abbreviating and Simmarizing
n. Underlining with a Purpose
o. The Art of Note Taking
p. The Language of Maps, Graphs, Tables, and Diagrams
q. Skimming and Scanning
r. Shifting Gears in Reading
s. The Reading Habit
t. Reading and Listening Between the Lines
u. The Power of Persuasion
v. Keeping Up With The News
w. Figurative Language
x. Finding Viewpoints in Essays
y. The Magic of Storytelling
z. Looking into the Lives of Others - The Novel
aa. Biography - The Story of People
bb. The Play's the Thing
cc. The Sound of Poetry

D. Science Research Associates Kit - level ?
E. Transparencies
1. Prefixes and root words
2. Paragraph understanding

Paperback Books
a. Brave New World
b. Of Mice and Men
c. Catcher in the Rye
d. Understanding Other Cultures
e. The Razor's Edge
f. The Other America
g. Anthem
h. The ABC Murders

READING 302

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GENERAL OBJECTIVES

Reading 302 is designed to help college level readers acquire proficiency and techniques involving speed, flexibility and comprehension. Speed is stressed and there is an informal objective of doubling the student's speed by the end of the semester. The student should leave the course with a greater reading fluency, an increased vocabulary, and considerable information gleaned from films, timed articles, outside reading, and library assignments.

See Appendix for theory on speed

SPECIFIC OBJECTIVES

To implement the above description the following areas of study and the following teaching devices are involved.

I. Speed
   A. PDL training films--group work
   B. EDL Controlled reader films--individual work
   C. SRA Accelerators--individual work
   D. Timed articles--individual work

II. Perceptual Accuracy
   A. Tachistoscopic training films
      1. Digits
      2. Phrases
      3. Geometric forms
   B. Speed of perception exercises
   C. Speed of interpretation exercises
   D. Flash-X-exercises

III. Reading techniques
   A. Surveying
   B. Scanning
   C. Skimming
   D. Intensive reading

IV. Vocabulary
   A. Word parts
      1. Greek roots
      2. Latin roots, prefixes, suffixes
   B. New words
      1. Direct study-an increase from 300 to 500 words
      2. Informal study through films, timed articles, paperbacks and library assignments-an increase from 300 to 500 words
   C. Word origins and history

V. Development of comprehension
   A. Getting the main point
   B. Reading for details
   C. Thinking and drawing inferences
   D. Critical reading

The Nelson Denny Reading Test will be used to determine placement. Students who have a grade placement of 12.6 and above will be eligible for 302. Any student who has successfully completed 301, upon his teacher's recommendation, may enroll in 302.

MATERIALS

See Appendix

Classroom

1. PDL Perceptoscope
2. PDL films and film books with questions
3. PDL timed articles and questions
4. Set of THE ART OF EFFICIENT READING
5. Set of BARRON'S HOW TO PREPARE FOR THE GRADUATE RECORD EXAMINATION
6. Sets of Reader's Digest
7. Text-BREAKING THE READING BARRIER
8. Text-VOCABULARY FOR COLLEGE-A
   TESTS FOR VOCABULARY FOR COLLEGE-workbook
9. Wall timer that indicates 10 second intervals
10. Suggested list of books for student purchase
    SPACE ODYSSEY
    THE POPULATION BOMB
    COAST OF CORAL
    NARCOTICS**NATURE'S DANGEROUS GIFT
    BOOKS THAT CHANGED THE WORLD
    DAUGHTER OF TIME
    HIDDEN PERSUADERS
    THE PRESIDENT'S PLANE IS MISSING
    AKU AKU
    BAFUT BEAGLES
    THE STRANGER

SUPPLEMENTARY BOOKS

ROGET'S INTERNATIONAL THESAURUS
SHORT CUTS TO EFFECTIVE ENGLISH
PLAIN ENGLISH HANDBOOK
WEBSTER'S NEW WORLD DICTIONARY
MYTHOLOGY
FAMOUS QUOTATIONS

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Laboratory

1. EDL Controlled Readers
2. EDL films and workbooks
3. EDL Skimmer-Scanners
4. EDL Skimmer-Scanner practice books
5. SRA Accelerators
6. Listening tapes
7. Flash-X-devices
8. Sets of
    a. WEBSTER'S SEVENTH NEW COLLEGIATE DICTIONARY
    b. DEVELOPMENTAL READING
    c. A WORLD OF GREAT STORIES

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Laboratory Materials and Procedures for Advanced Reading 302

The reading laboratory may be approximately 50 minutes per week with students of Advanced Reading 302.

The types of equipment used often are the Controlled Reader, the Skimmer and the Scanner, and the Accelerator. Other materials are available but usually used only in individual cases.

The Controlled Reading program consists of 12 individual projection booths at which students view films from a library of filmstrips ranging in a variety of interesting topics and levels. During controlled reading, a moving slot travels across the screen, covering and uncovering material as it goes. This helps students develop better directional attack with no chance to look back, which results in more efficient reading as well as more orderly perception and greater thoroughness in reading.

These films allow fluency to develop as students can accelerate the speed at which timing dial enables the reader to time his skimming work toward decreasing the amount of time required to sense the organization and realize the main points of reading matter.

This machine encourages the student to attain speeds much higher than he would probably attain without the machine. The bar, moving down the page, acts, as a pacer,

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forcing the student's eyes to move at a certain speed without regression.

Many reading selections are available in the laboratory which have questions to check the student's comprehension of what he has read. Thus, while speed is pursued, a check on comprehension is maintained.

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REPRESENTATIVE READING PROGRAMS

College	Reading Enrollment	Head Count	Avg.Stdnt Per Sect.	Read. Enrol %
College of the Mainland	101	4815	6.3	2.10
Dallas County				
Eastfield	168	6116	16.8	2.74
El Centro	128	6011	11.6	2.13
Mountain View	141	4232	9.4	3.33
Richland	256	6235	5.5	4.11
Del Mar	203	9808	20.3	2.06
El Paso	304	5715	20.3	5.32
Galveston	2370	1860	5.6	12.74
Laredo	170	4200	15.5	4.05
Lee	98	4519	14.0	2.17
McLennan	83	3303	8.3	2.51
Paris	65	1574	9.2	4.13
San Antonio	1186	18091	16.4	6.55
St. Phillips	229	4217	11.4	5.43
Tarrant County				
N. E. Campus	479	7856	8.9	6.10
South Campus	786	8713	16.7	9.02
Texas Southmost	86	2821	17.2	3.05
Totals 17	4720	100086	11.9	4.70
Ranger	81	493	i.i.	16.50

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LOS ANGELES

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VI

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